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**Exploring Cohesive Devices on the Abstracts of Undergraduate Thesis  
Written by English Language Teaching Department Students of IAIN Syekh**

**Nurjati Cirebon in October 2016**

**(Qualitative Research)**

**A THESIS**

Submitted to English Language Teaching Department of Tarbiyah and Teacher Training Faculty of Syekh Nurjati State Islamic Institute in Partial Fulfillment of the Requirements of Scholar Degree in English Language Teaching Department



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**CIREBON**

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## ABSTRACT

Moh.Chaerul Anwar. 14121320246. *Exploring Cohesive Devices on the Abstracts of Undergraduate Thesis Written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016.*

Language is the main factor of communication between people with others. Communication between people with others through language can be delivered in two ways, spoken language and written language. One form of written language that is useful to convey knowledge to the people is discourse. Written discourse can be formed like a thesis. Thesis is a scientific writing based on the student's research. One of the important parts of thesis is abstract. Abstract is the summary of the thesis. In a discourse, there are many sentences which have to be united and hang together. The discourse is able to have good unity in connecting between sentences with the help of cohesive devices. Cohesive devices represent cohesive relation.

This study aims (1) to find out the types of cohesive devices are commonly used on the abstracts, (2) to describe the usage of cohesive devices are used on the abstract.

The study is designed as qualitative research. The data is taken from ten selected randomly undergraduate thesis abstracts written by English Language Teaching Department students of IAIN Syekh Nurjati Cirebon published in October 2016. The technique of collecting data is documentation. The writer is as the instrument of research. Then, the technique of analysis is content analysis based on the theory of Halliday and Hasan (1976) of cohesive devices.

The findings show that several cohesive devices found on undergraduate thesis abstracts including grammatical and lexical cohesion. The type of conjunction is commonly used on the abstracts. The number of conjunction is 112 or 45% from all cohesive devices found. The use of cohesive devices that are found on the thesis abstracts connects one sentence with the other sentence.

Keywords: thesis, abstract, discourse analysis, cohesive devices.



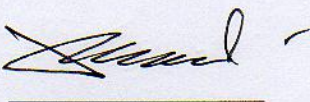

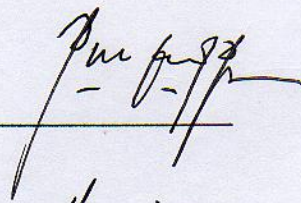
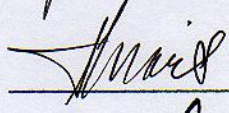
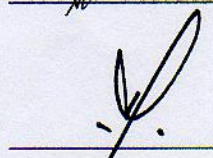
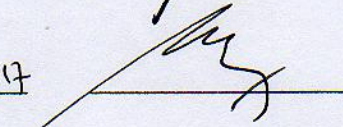


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## RATIFICATION

This thesis which is entitled "Exploring Cohesive Devices on the Abstract of Undergraduate Thesis Written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016" written by Moh. Chaerul Anwar, student number 14121320246 has been examined on February 13<sup>th</sup> 2017. It has been accepted by broad of examiners. It has recognized as one of the requirements for the Undergraduate Degree in English Language Teaching Department at Tarbiyah and Teacher Training Faculty, *Syekh Nurjati State Islarnic Institute Cirebon*.

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## CHAPTER 1

### INTRODUCTION

This chapter introduces and explains the establishment contents of the research which are started with Background of the Study, Focus of the Study, Formulation of the Research, Objective of the Study, Significance of the Study, Previous Study, Theoretical Foundation, Methodology of the Study, and System of the Study.

#### 1.1. Background of the Study

Language is the main factor of communication between people with one another. They deliver their meaning and feeling through language. Gumperz in Wardhaugh (1992:15) stated that communication is a social activity which requires coordinated efforts of two or more individuals. Communication deals with social activity which involves more than one person. It usually occurs between the speaker and the listener (receiver). Communication between people with one another through language can be delivered in two ways, written language and spoken language. Gerot and Wignell (1994:161) state that spoken and written language are both complex but in different ways. Spoken language tends to be grammatically intricate whereas written language tends to be lexically dense.

One form of written language that is useful to convey knowledge to the people is discourse. A discourse should have requisite as a good text. In a discourse, there are many sentences which have to be united and stick together. With the help of cohesive devices, the discourse is able to have good unity in connecting between sentences. If a discourse has a good unity, it brings a deep understanding about the content of the discourse so the reader can easily catch the message that the writer wants to tell about. Tarigan in Alwi (1993:122) states that discourse is an arrangement of language that is more complete and bigger than a sentence enriched by cohesion and coherence and it is told by written and oral. Oral discourse can be formed like an interview, speech, conversation, dialogue and so on. Meanwhile, written discourse can be formed like a thesis, journal, daily notes, article, column,



poem, novel and many more. As mentioned before, one of written discourse is thesis or final project.

Final project or thesis is a scientific writing based on the student's research. Good scientific writing is characterized by objectivity. This means that a paper must present a balanced discussion of a range of views (Hartley, 2008: 3). One of the important parts of thesis is abstract. Abstract is the summary of the whole thesis. The abstract, although it heads the article, is often written last, together with the title. This is partly because writers know what they have achieved, and partly because it is not easy to write an abstract. Structured abstracts are typically written using five sub-headings – background, aim, method, results and conclusions (Hartley, 2008: 31). Most of abstracts, in conclusion sub-heading, the authors give recommendation to the readers.

Beugrande and Dessler (1981:3-10) state that a text is a communication occurrence which meets seven standards of textuality. The requisites of a good text are intentionality, acceptability, informativity, situationality, intertextuality, coherence and cohesion. Intentionality deals with the writer's attitude. Acceptability deals with the reader's attitude. Informativity refers to the message of the text. Situationality covers the factor that makes the text relevant. Intertextuality deals with the previous knowledge from previous text. Then, coherence refers to the textual world and cohesion concerns in the surface of the text. Cohesion includes the grammatical dependence of the word.

The ability to write a text has played an important role for the undergraduate students of the English Department in Indonesia since it is one of the requirements to graduate from the university by submitting their final project reports written in English. Not only important to fulfill the requirement of the university graduation, the ability to write well is actually very essential and very much required for their further studies. In post-graduate program, for example, students are always assigned to write papers to be presented in the lecture session so as to be able to develop their knowledge. Therefore, as a preparation for their advanced study, the ability to





write a text coherently is very much needed. However, some language experts admit that it is not easy to be able to write well even though writing in their own native language. Brown (2004) states that only very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose. The students as foreign language learners are expected to write a research report coherently with the right use of cohesive devices.

Cohesive devices represent cohesive relation. According to Halliday and Hasan (1976), cohesive devices are divided into two aspects, namely grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, ellipsis, substitution and conjunction. Then, lexical cohesion consists of reiteration and collocation. Those all devices are used to unite sentences in the discourse into the meaningful ones.

As a one form of written discourse, the abstract of thesis must be composed in a well-formed text in order to give much information to the readers. It has to be united and connected between sentences as well as the concept of cohesiveness so that the readers can understand the intended information easily. Therefore, the researcher is interested in analyzing cohesive devices which are used on the Abstract in order to identify whether the abstract has a good cohesive relation or not. The researcher explores the types of cohesive devices on the abstract of Undergraduate Thesis written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016.

## 1.2. Focus of the Study

The scope of the study is limited on the used of cohesive devices, namely grammatical cohesion and lexical cohesion. Grammatical Cohesion consists of Reference, Ellipsis, Substitution and Conjunction. Meanwhile, Lexical Cohesion consists of Repetition and Collocation.

The writer focuses on analyzing the types and the usage of cohesive devices which are used in the sentences on the abstract of undergraduate thesis written by English Language Teaching Department



Students of IAIN Syekh Nurjati Cirebon in October 2016. The analysis is based on the work of Halliday and Hasan (1976).

### **1.3. The Questions of the Study**

The study is intended to analyze the following questions:

1. What types of cohesive devices are commonly used on the abstracts of undergraduate thesis written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016?
2. How the usage of cohesive devices are used on the abstract of undergraduate thesis written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016?

### **1.4. The Aims of the Study**

In line with the questions of the study, the objectives of the study are:

1. To find out the types of cohesive devices are commonly used on the abstract of undergraduate thesis written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016?
2. To describe the usage of cohesive devices are used on the abstract of undergraduate thesis written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016?

### **1.5. Significance of the Study**

Theoretically, the result of this study is expected to be useful for the researchers who write a thesis as a reference. This exploring of Cohesive Devices on the abstract of English Language Teaching Department students undergraduate thesis give information about how to analyze what types of cohesive devices are used in a text. Practically, this study is expected to give more information to the students in developing their knowledge about the cohesive devices and improving their understanding in using cohesive devices to improve their writing to be a good writing. Then, this study is expected for the teacher to teach their students about cohesive devices.



## 1.6. Theoretical Foundation

### 1.6.1. Discourse Analysis

Discourse analysis deals with the study of the relationship between language and the context in which it is used (McCarthy, 1991:5). Discourse analysis is concerned with the analysis of language in use. There are three views of discourse analysis, namely sentence as object, text as product and discourse as process (Brown and Yule, 1983:196). Since this research concerns with article as printed text, the researcher uses the second view, text as product. In this view, Brown and Yule (1983:196) state that there are producers and receivers of sentences or extended texts, but the analysis concentrates solely on the product, that is words on the page. The analysis of the printed text itself does not involve any consideration on how the product is produced or how it is received. The approach used in text as product view is the cohesion view of the relationship between sentences in a printed text.

### 1.6.2. The Concept of Cohesion

The concept of cohesion is a semantic one, it refers to relations of meaning that exist within the text, and that define it as a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it (Halliday and Hasan, 1956: 4). Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it.

#### 1.6.2.1. Text and Texture

In linguistics, any spoken or written discourse that forms a unified whole is referred to as a text. A text is not a grammatical unit, but rather a semantic unit of language, i.e. a unit of meaning, not of form. Texture is what provides the text with unity and distinguishes it from a non-





text. Therefore, it is the cohesive relation that exists between units of a text.

#### 1.6.2.2. Cohesion and Coherence

Cohesion refers to the ways in which sentences are connected by cohesive devices through which readers can perceive the semantic relationship between the sentences. While coherence is the unity of the text in which each sentence or each paragraph in the text hangs together to form a discourse that the readers can perceive its meaning. The unity of the text can be built through the use of cohesive devices that connect ideas from one sentence to the other or from one paragraph to the other. The cohesive devices which are often used to connect ideas in writing are among others: references, substitutions and ellipsis, conjunctions and lexical cohesion (Nunan, 1993).

Thus, with cohesive devices, a writer is able to show how parts of a text, sentences or paragraphs, relate to one another. In an academic writing, a writer cannot avoid using cohesive devices since text is built up around sentences and paragraphs and ideally they must be well connected so that it is logical and make sense. Thornbury (2005) supports the idea that a text needs to do more than simply hang together but making it make sense will make the text communicative and coherent.

Cohesion is the semantic relation between one element and another in a text (Halliday & Hasan, 1976). A text is cohesive when the elements are tied together and considered meaningful to the reader. Cohesion occurs when the interpretation of one item depends on the other, i.e. one item presupposes the other (Halliday & Hasan, 1976).

For instance in the following text:

“Amy went to the party. She sat with Sara.”



The interpretation of the item she depends on the lexical item Amy. Therefore, the text is considered cohesive because we cannot understand the meaning of she unless Amy exists in the text.

Cohesion is not only concerned with grammar, but also with vocabulary. Hence, it is divided into grammatical and lexical cohesion as named cohesive devices.

### 1.6.3. Cohesive Devices

Cohesive devices are the one used to stick one clause to another in a sentence and one sentence to another in a paragraph and make the text communicative. There are two types of cohesive devices which are outlined by Halliday and Hasan (1976:4), namely grammatical cohesion and lexical cohesion.

#### 1.6.3.1. Grammatical Cohesion

Grammatical cohesion is a grammatical relation within elements in the discourse. Halliday and Hasan (1976) classify the categories of grammatical cohesion into four types: reference, substitution, ellipsis and conjunction.

##### 1) Reference

Reference refers to system which introduces and track the identity of participants through text. The commonest presuming reference items, There are three types of reference: personal, demonstrative, and comparative.

##### A. Personal Reference

Personal Reference is reference by means of function in the speech situation, through the category of person (1976:23). The category of personal includes the three clauses of personal pronoun, possessive determiners (usually called possessive adjectives) and possessive pronouns. These items are all reference items; they refer to something by specifying its function



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or role in the speech situation. This system of reference is known as person, where person is used in the special sense of role; the traditionally recognized categories are first person, second person and third person, intersecting with the number categories of singular and plural. It includes:

- a. Personal pronoun: I, you, he, she, it, we, they.
- b. Possessive adjective: my, your, his, her, its, our, their.
- c. Possessive pronoun: mine, your, his, her, its, ours, theirs.

For example: Mikhael Gorbachev didn't have to change the world. He could have chosen to rule much as his predecessor did.

"He" as personal pronoun that refers back to "Mikhael Gorbachev"

In the case of reference, the information to be retrieved is the referential meanings, the identity of the particular thing or class of things that is being referred to and the cohesion lies in the continuity of reference (Halliday and Hasan, 1976:31).

## **B. Demonstrative Reference**

Demonstrative reference is used to refer to a form of verbal pointing (this, these, here, there, that, those, then). For example: Mary bought a new Porsche. That is what I want to buy. "That" is a demonstrative reference and used to refer to "a new Porsche".

## **C. Comparative Reference**

Comparative reference is a reference indirect by means of certain comparative form.

- a. To compare two things: Adjective + -er (happier, smaller, etc).





b. To compare more than one things: Adjective + -est (happiest, smallest, etc).

c. More, fewer, less, another, same, likewise, etc (1976:80).

For example: Phill went out with Mia yesterday.

Today he goes with Kate.

Both girls do not realize that they dated the same guy.

“same” is comparative reference of “Phill”.

Reference refers to something what we want to say a thing. Reference items may be exophoric (situational) or endophoric (textual).

Reference can be identified as the situation in which one element cannot be semantically interpreted unless it is referred to another element in the text. Pronouns, articles, demonstratives, and comparatives are used as referring devices to refer to items in linguistic or situational texts. Reference may either be exophoric or endophoric (M. Bloor & T. Bloor, 2004).

#### a) Exophoric

Exophoric reference is not simply a synonym for referential meaning (1976:33). The item referred is not in the text or referred to another item in the text but it is referred to other item outside the text. Exophoric reference requires the reader to infer the interpreted referent by looking beyond the text in the immediate environment shared by the reader and writer. For example in the sentence:

“That is a wonderful idea!”

To retrieve the meaning of “that”, the reader must look outside the situation.



## b) Endophoric

Endophoric reference is the relationship where their interpretation lies within the text. It occurs when an item in the text refers to another item in the text. Endophoric reference lies within the text itself. It is classified into two classes: anaphoric and cataphoric.

### 1. Anaphoric

An anaphoric signals that an item refers back to the preceding item in text. Brown and Yule stated that, it means the reader looks back in the text for their interpretation (1983:192). For example: Look at the sun. It's going down quickly. "It" refers back to "the sun", thus this sentence has anaphoric relation.

According to Paltridge (2012: 115), "Anaphoric reference is where a word or phrase refers back to another word or phrase used earlier in the text". In the example:

"Amy went to the party. She sat with Sara."She refers back to Amy; therefore, she is an anaphoric reference.

### 2. Cataphoric

Cataphoric reference looks forward to another word or phrase mentioned later in the text. For instance in the following sentence, he is a cataphoric reference that looks forward to Mike.

As soon as he arrived, Mike visited his parents..

## 2) Substitution

Substitution is a process within a text as the replacement of one item by another. According to Halliday and Hasan, since substitution is a grammatical



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relation, a relation in the wording rather than in the meaning, the different types of substitution is defined grammatically rather than semantically (1976: 88).

Substitution occurs when an item is replaced by another item in the text to avoid repetition. The difference between substitution and reference is that substitution lies in the relation between words, whereas reference between meanings. There are three types of substitution: nominal, verbal, and causal.

#### a) Nominal Substitution

Nominal substitution is substituting a noun or a nominal group with another noun. Elements of this type are one, ones, and same. In the following example, one substitutes car.

Example : This car is old. I will buy a new one.

#### b) Verbal Substitution

Verbal substitution involves substituting a verb or a verbal group with another verb. The verb element used to replace items in this type is “do”.

Example: I challenge you to win the game before I do!

Here, *do* is the substitution for *win the game*.

#### c) Clausal Substitution

Clausal substitution is substituting clauses by so or not. This is illustrated by the following:

Everyone seems to think he is a smart student. If so, he will pass the exam.

In this example, *so* substitutes the clause *he is a smart student*.

### 3) Ellipsis

Ellipsis is a process within a text in which an item is omitted where the omitted item do not change the





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meaning. The omitted item leaves specific structural slots to be filled from elsewhere (1976:142)

Ellipsis is the process of omitting an unnecessary item, which has been mentioned earlier in a text, and replacing it with nothing. It is similar to substitution because “Ellipsis is simply substitution by zero” (Halliday & Hasan, 1976). Normally, it is considered as an anaphoric relation because the omission takes place within a text. When ellipsis occurs, the item that is omitted from the structure of the text, can still be understood. Alike substitution, ellipsis has three types: nominal, verbal, and clausal.

#### a) Nominal Ellipsis

In nominal ellipsis, the noun is omitted.

This is exemplified by:

Andi and Ali like sports. In fact, both [0] love football.[0: Andi and Ali]

In the second sentence, the nominal “Andi and Ali” is omitted. The word “Andi and Ali” that is supposed to be placed after the word “both”. There is nominal ellipsis relation since the eliminated word is noun.

#### b) Verbal Ellipsis

Verbal ellipsis involves the omission of the verb. In the following example, the verb been studying is left out.

They haven’t finished the pictures. If it had been, I would have brought it.

In second sentence, the verbal “finished” is omitted. The word “finished” is supposed to be placed after “it had been”. There is verbal ellipsis relation since the eliminated word is verb.



### c) Clausal Ellipsis

Clausal ellipsis occurs when the clause is omitted. In the example mentioned below, the clause “I come back” is omitted.

For example: Do you come back today? This evening.  
(1976:184)

In this sentence, the clause “I come back” has been eliminated. There is clausal ellipsis relation since the eliminated item is clausal group.

### 4) Conjunction

Conjunction words are linking devices between sentences or clauses in a text. According to Halliday and Hasan (1976:320), conjunction is based on the assumption that there are in the linguistics system form of systematic relationship between sentences. They are a number of possible connected to one another in meaning.

Unlike the other grammatical devices, conjunctions express the ‘logical-semantic’ relation between sentences rather than between words and structures (Halliday & Hasan, 1976). In other words, they structure the text in a certain logical order that is meaningful to the reader or listener. Conjunctions are divided into four types, namely additive, adversative, causal, and temporal.

#### a) Additive Conjunction

Additive conjunctions connect units that share semantic similarity. Additive conjunction expresses a continuous explanation of the statements or preceding sentence. It is signaled by and, or, likewise, further, in addition, furthermore, additionally, alternatively, for insurance, or else, etc.

Example:



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From a marketing view point, the popular tabloid encourages the reader to read the whole page instead of choosing stories. And isn't that way any publisher wants? (1976:294)

In this sentence, “and” expresses additive conjunction since it gives addition information from the second sentence to the first sentence.

#### **b) Adversative Conjunction**

Adversative conjunctions are used to express contrasting results or opinions. Adversative conjunction expresses a contrary meaning between preceding sentences and following sentences. It is signaled by as, but, only, instead, yet, in fact, though, anyhow, nevertheless, in contrast, whereas, on the contrary, however, in any either case, etc.

Example:

I'm afraid I'll be home late tonight. However, I won't have to go until late tomorrow.

In this sentence, “however” in the second sentence expresses adversative conjunction since it shows contradictive meaning with the first sentence.

#### **c) Causal Conjunction**

Causal conjunctions introduce results, reasons, or purposes. Causal conjunction reflects cause relation between preceding and following sentences. They are characterized by the use of items such as so, therefore, because, hence, thus, consequently, for this reason, so from this it appears, etc.

Example: Chinese tea is becoming popular in restaurant and coffee shop. This is because of the growing belief that it has several health – giving properties. (1976:257)





In this sentence, “because” expresses causal conjunction since it shows caused effect relation between first sentence and second sentence.

#### d) Temporal Conjunction

Temporal conjunctions express the time order of events. Temporal conjunction reflects to the relation between two sentences. There is one sequence in time, the one is subsequent to the other. It is signaled by then, finally, soon, afterward, at last, at the same time, at once, since, after that, an hour later, etc.

Example: Brick tea is a blend that has been compressed into a cake. It is taken mainly by the minority groups in China. First, it is ground to a dust. Then it usually cooked in milk.

#### 1.6.3.2. Lexical Cohesion

Lexical cohesion involves the choice of vocabulary. It is concerned with the relationship that exists between lexical items in a text such as words and phrases. Lexical cohesion determines the instantial meaning or text meaning of the item, a meaning that is unique to each specific instance. It provides great deal of hidden information that is relevant to the interpretation of the item concerned (Halliday and Hasan, 1976: 289). Lexical cohesion occurs when two words in a text are semantically related in some way. They are related in terms of their meaning. Lexical cohesions are divided into two types, reiteration and collocation.

##### 1) Reiteration

Reiteration is basically a form of lexical cohesion which involves the repetition of a lexical item and the occurrence of a related item, which may be anything from a synonym or near synonym of the original to a general word dominating the entire class.



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Halliday and Hasan (1976) define reiteration as two items that share the same referent and could either be repeated or have similar meanings in a text. The forms of reiteration are repetition, synonymy, antonymy, and superordination (hyponymy and meronymy).

#### a) Repetition

Repetition is the restatement of the same lexical item. This is illustrated by the following:

“Anna ate the apple. The apple was fresh.”

In that sentence, there is a repetition: “apple” reappears back to “apple”.

#### b) Synonymy

Synonymy is used to refer to items of similar meaning. This is illustrated by the following:

Accordingly ... I took leave, and turned to the ascent of the peak. The climb is perfectly easy (1976: 278).

In that sentence, “climb” has similar meaning with “ascent”, of which is a synonym.

#### c) Antonymy

Antonymy is the relation between items of opposite meanings such as, hot and cold.

#### d) Hyponymy

Hyponymy refers to items of ‘general-specific’ or ‘an example of’ relationship (Paltridge, 2012: 119). For example, vehicle is the co-hyponym of car.

#### e) Meronymy

Meronymy is a ‘whole-part’ relationship between items. For instance, cover and page are co-meronyms of the item book. In other words, book is the superordinate item of cover and page.



## 2) Collocation

Collocation is a combination of vocabulary items that co-occur together. It includes combinations of adjectives and nouns such as, 'fast food', verbs and nouns such as, 'run out of money', and other items such as, 'men' and 'women' (Platridge, 2012).

### 1.6.4. Thesis Abstract

The ability to write a text is of a vital role and vital requirement for the university students since the pre-requisite of the university graduation is the submission of their final project report as a product of a research. In spite of such an important role, based on the writer's survey, it has shown that many university students are not able to write even a simple article in English. The inability to write an English article with reasonable coherence and accuracy does not only happen to the Indonesian students but also to the native speakers of English as stated by Celce-Murcia (2001) that many of them never truly master this skill.

The fact that writing a final project report is not totally different from writing the other kinds of text as it is a means of communicating ideas to others or readers but a little bit difference can be noticed here in which in research report a writer begins with a thesis question which latter turns into a thesis statement (McMahan & Day 1984). From this thesis statement the writer will be able to develop the paper into a number of pages in a clear and coherent way. The clarity and the coherence of the text depends very much on the writer's way in organizing and expressing his thought as stated by Kern (2000) that it is in the research writing a writer should be able to think explicitly about how to organize and express thoughts, feelings, and ideas in ways compatible with envisioned readers' expectation. In addition, research or academic writing has its feature as an engagement with other people's view in some way. It means that the content, the information and the organization of the text is relevant to





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the reader's knowledge and interest which accordingly renders the message intelligible.

Oshima and Houge (2006) support Kern's ideas in which they state that in academic writing, the writer should pay attention to the audience who will read the writing, the tone of the writing and the purpose of the writing. In general, the people who read the academic writing are the scholars, lecturers, students or researchers. Therefore, the tone of the writing is usually formal and serious. Formal means that academic writing is written objectively without being influenced by personal feeling and must be based on the investigated knowledge to reinforce the arguments. Johns (1997) noted that finding argument in a reading and noticing how data, examples, or narration are used to support this argument are essential academic abilities that are practiced by faculty from many disciplines.

Seow (2010) states that the process of writing comprises of four stages, namely planning, drafting, revising and editing but some other experts state six steps, among others are choosing a topic, gathering ideas, organizing, writing the text, reviewing the structure and content and revising the structure and content. By looking at the process of writing as stated above, it seems that in order to produce a good text one needs time and energy and why that happens? The answer is that writing is a complex skill in which the writer should make sure whether or not the topic, the structure and the content are appropriate. Whether or not the sentences in a paragraph are related one to the other or each paragraph follows logically on from the previous one and coherent, so all of them become a careful consideration for the writer to write a text or a final project report.

Abstract, as part of the final project report should also be written concisely, clearly and most importantly cohesively and coherently. According to Koopman (1997) abstracts that have become increasingly important as electronic publication data bases are the primary means of finding research reports in a certain subject area



today. Therefore, the essential points or everything that is relevant to the knowledge of the potential readers should be included in the abstract as it is the summary of the whole paper.

In line with Koopman's idea, as quoted from the team of writing tutorial services of Indiana University, in <http://www.indiana.edu/-wts/p..>, it is stated that an abstract is a short, objective description of an intellectual resource, usually a written document with the purpose of allowing the readers to get the barebones information about document without requiring them to read the actual document. Since it is short and concise, it only consists of the objective of the study, methods, result and conclusion. In order that it can be understood well by the readers, the cohesion must be established correctly.

### 1.7. Previous Study

This section reviews the previous study that is related with this study. The researcher took one study to make it as a previous study. The previous study is written by Reni Harliani entitled Exploring Cohesion in EFL Learner's Undergraduate Thesis. The research explores about cohesion in EFL learners' undergraduate thesis. Undergraduate theses include IAIN Syekh Nurjati Cirebon Syekh Nurjati and UPI. That research conceives to analyze cohesion in the introduction of the thesis. That research aims to find out the types of cohesive devices are used by EFL learners in introduction of thesis and how is the comparison of cohesive device between writers' text 01 and writers' text 02. The researcher investigated their data from the thesis of EFL learner between IAIN Syekh Nurjati Cirebon student writers' text 01 and UPI student writers' text 02. That research used qualitative research.

The previous study focuses on the comparison of the thesis. There is no the application or the usage of the use of cohesive devices. Therefore, it makes a gap on the study of cohesive devices. It also makes a difference of the study between the previous study and the present study. The present study describes the usage of the use of cohesive devices. It can give more the exploration about cohesive devices used on the text.



## 1.8. Research Method

Research method is a kind of systematic work in plan in order to make its main purpose easier to achieve. The method in this research is chosen by considering its appropriateness of the research object. This research method is arranged based on the problem analyzed and the objectives of the research. Research methods are inextricably linked with the research questions being asked, as well as with more extensive research climate in which they are utilized (Litosseliti, 2010: 3). The research method also is to help researcher in collecting the data. Dawson (2009) defines that research methods are the tools researcher use to collect the data. The research method in this study covers research design, unit of analysis, source of data, technique of data collection, and technique of data analysis.

### 1.8.1. The Objective of the Research

Cohesive devices becomes important thing that can help the text connects each other. It is the small aspect that almost forget in composing a text. Whereas, cohesive devices in right writing make the text build up around sentences and paragraphs and ideally. Each sentences must be well connected so that it is logical and make sense. Therefore, the text makes a sense and finally the communication beetwen the text and the reasers is delivered. Beacuse the readers can understand what the text means.

From the statements above, the objective of the research is to develop the knowledge of cohesive devices. Not only understand in theory, but also can comprehend and apply cohesive devices into the text. And finally, the communication can be successful.

### 1.8.2. The Design of the Research

This research used descriptive qualitative method to analyze the problems. It is a research method to describe the subject or the object of the research based on fact and reality. Relevant to the overall purpose and research questions, the writer needs to conduct a qualitative research which used contents analysis method. The writer





employs descriptive qualitative and use content analysis because the writer analyzes the text to explore cohesive devices.

Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents (Ary, et al., 2010: 29-30). In additional, Fraenkel & Wallen (2009: 473) define that content analysis as a methodology is often used in conjunction with other methods, in particular historical and ethnographic research.

This study utilizes qualitative research to explore cohesive devices on Undergraduate Thesis written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016.

### 1.8.3. Research Step

The researcher engages in a number of activities regardless of the particular methodology as the stage of conducting the research as follows:

1. Designing the research. The researcher plans how to conduct research to answer the question.
2. Collecting the data. The next step involves executing the research plan. Qualitative researchers also have a toolbox of data-gathering techniques including document analysis.
3. Analyzing the data. The data collected in research must be analyzed. Although the qualitative researcher does not deal with statistics, analyzing qualitative data is not easy. It is a time-consuming and painstaking process.
4. Interpreting the findings and stating conclusions. The researcher next tries to interpret the findings in terms of the research..
5. Reporting results. Researcher makes findings and conclusions available in a form intelligible to others who may be interested.



## 1.9. Data and Data Source

The data of analysis of this study is all sentences which contain the use of cohesive devices that is randomly taken from 10 (ten) selected abstracts of Undergraduate Thesis written by English Language Teaching Department Students of IAIN Syekh Nurjati Cirebon in October 2016.

The researcher has considered data source in three evaluations:

1. The thesis are written by English Language Teaching Department undergraduate students of IAIN Syekh Nurjati Cirebon,
2. The thesis are published in October 2016, and
3. The thesis are selected randomly as much as 10 (ten) thesis.

### 1.9.1. The Instrument of the Research

Based on the design of the research, that is qualitative research, the writer needs the instrument to help collecting the data. The instrument of this reserach is the writer hemself. The writer is as the instrument to collect the data.

### 1.9.2. The Technique of Collecting Data

This study uses documents analysis or usually called contents analysis as the way to collect data. Contents analysis aims to get data analysis from the data source. Qualitative researchers have a number of data-gathering tools available for their investigations. The most widely used tools in qualitative research are interviews, document analysis, and observation (Ary, et al., 2010: 220). One of the distinguishing characteristics of qualitative research is the methods used to collect and analyze data (Ary, et al., 2010: 424).

Direct contents analysis is technique to collect data from the text that contains the use of cohesive devices. In addition, Fraenkel & Wallen (2009: 472) argue that qualitative researchers use to collect and analyze data is what is customarily referred to as content analysis, of which the analysis of documents is a major part. In this study, the researcher is as instrument in collecting data as suggested by Ary, et al. (2010: 424), that in the qualitative studies,



the human investigator is the primary instrument for the gathering and analyzing of data.

The technique of data collection was done by using following steps:

1. Taking the data from ten abstracts of Undergraduate Thesis written by English Department Students of IAIN Syekh Nurjati Cirebon in October 2016.
2. Looking for all sentences which contain cohesive devices.

### 1.9.3. The Technique of Analysis Data

Before analyzing data, the researcher makes cluster categorization of data from descriptive information. Fraenkel & Wallen (2009: 474) suggest that there are two ways to convert descriptive information into categories, those are:

1. The researcher determines the categories before any analysis begins. These categories are based on previous knowledge, theory and experience.
2. The researcher becomes very familiar with the descriptive information collected and allows the categories to emerge as the analysis continues.

Afterwards, the researcher analyzes, describe and reflect the data of cohesive devices based on the works of Halliday and Hasan (1987). In analyzing, the researcher employs the steps of analyzing data as adopted from Lodico, et al. (2010: 180), there are as follows:

1. Prepare and organize the data.
2. Review and explore the data.
3. Code data into categories.
4. Construct thick descriptions of people, places, and activities.
5. Build themes and test hypotheses.
6. Report and interpret data.

Procedures that are called *content analysis* have certain characteristics in common. Those procedures also vary in some





respects, depending on the purpose of the analysis and the type of communication being analyzed (Fraenkel & Wallen, 2009: 474).

#### 1.9.4. Data Coding

##### A. The list of Abstract of Undergraduate Thesis

| No | Contents   | Code |
|----|------------|------|
| 1  | Abstract 1 | A1   |
| 2  | Abstract 2 | A2   |
| 3  | Abstract 3 | A3   |

##### B. The list of Paragraph of the text

| No | Contents    | Code |
|----|-------------|------|
| 1  | Paragraph 1 | P1   |
| 2  | Paragraph 2 | P2   |
| 3  | Paragraph 3 | P3   |

##### C. The list of sentence of the text

| No | Contents   | Code |
|----|------------|------|
| 1  | Sentence 1 | S1   |
| 2  | Sentence 2 | S2   |
| 3  | Sentence 3 | S3   |

##### D. The list of Cohesive Devices Aspect

| No | Contents             | Code |
|----|----------------------|------|
| 1  | Grammatical Cohesion | GC   |
| 2  | Lexical Cohesion     | LC   |

##### E. The list of Grammatical Cohesion Aspect

| No | Contents     | Code |
|----|--------------|------|
| 1  | Reference    | Ref  |
| 2  | Substitution | Sub  |
| 3  | Ellipsis     | Ell  |
| 4  | Conjunction  | Con  |



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